Leading Teacher Head of Middle School at Maribyrnong College

College context
Maribyrnong College provides a broad education for students in Years 7-12. It is also home to Victoria’s only state-funded Sports Specialism with a sports enrolment comprising nearly 40% of the school population. The College provides a broad VCE and the majority of students undertake further study after Year 12. The school’s International Student Program supports 30 international students, predominantly in Years 10 to 12. Additionally, the College provides an EAL program to support students of non-English speaking backgrounds. Maribyrnong College delivers programs that produce excellent outcomes for students in both academic and sporting endeavours and this is aptly described by the school’s motto: “Pride in Performance”. A High Achiever Program has operated since 2005 and Year 10 accelerated students access VCE subjects. A rich extra-curricular program includes instrumental music and drama, a school production and a strong inter-school sport program. College facilities include a 230-seat theatre, a 7000 square metre Sport Stadium with indoor running track and elite training centre, and synthetic hockey, soccer and tennis facilities. The sport complex forms the base for the Maribyrnong Sports Academy program and all students at the College use this facility for Health and PE classes. The College has grown significantly in the past five years, from 494 students in 2008 to approximately 1150 in 2015. A new College Principal started at the school in July 2009, and staff numbers have risen from 68 in 2008 to 150 in 2015. A number of Leading Teachers have been employed with responsibility for various curriculum and student management folios. The College has five principal class officers including a Sports Director responsible for the Maribyrnong Sports Academy. Significant environmental and facility improvements have been undertaken over the past four years. All student toilet blocks have been refurbished, and all lockers have been replaced and situated in purpose-built locker structures in the school grounds. A VCE study centre was built including a supervised study hall in 2012 and the school library was redeveloped during 2013. In 2014 a new science wing was built, along with a new state-of-the art multimedia and visual arts centre. In 2015 the College began an $8 million rebuild designed to remove a large number of relocatable classrooms over the next three years. Due to site restrictions and unprecedented enrolment demand at all year levels, the College has been subject to an enrolment zone since 2012. In December 2013, the College was recognised as the most improved state high school for the past ten years, with the average VCE study score increasing from 22 to 30 over this period. In 2014 the College adopted a BYOD tablet program with e-books provided to students in Years 7 to 10.

Information regarding the Leading Teacher positions can be found at the following web-link:

http://maribsc.vic.edu.au/node/36

Applicants should include an up-to-date CV.

Please include e-mail addresses and mobile phone numbers for at least 3 referees.

Responses to KSC should be no more than 1 page per criteria, and no smaller than 10pt font. Applicants are only required to write one general application. If the applicant wishes to be considered for several roles, a priority order should be included in the covering letter, including position numbers. There will only be one interview and preferences can be discussed during this interview.
Leading Teachers are highly skilled classroom practitioners and undertake leadership and management roles commensurate with their salary range. The role of Leading Teachers is to improve the skill, knowledge and performance of the teaching workforce in a school or group of schools and to improve the curriculum program of a school. Typically, Leading Teachers are responsible for coordinating a number of staff to achieve improvements in teaching and learning which may involve the coordination and professional support of colleagues through modelling, collaborating and coaching and using processes that develop knowledge, practice and professional engagement in others.

Leading Teachers are expected to lead and manage a significant area or function within the school with a high degree of independence to ensure the effective development, provision and evaluation of the schools education program. Leading teachers will be expected to make a significant contribution to policy development relating to teaching and learning in the school. A leading teacher has a direct impact and influence on the achievement of the school goals.

Maribyrnong College values its Leading Teachers and sees the work of these teachers as integral to the effective management of the school. Leading Teachers are part of the administration team and need to maintain a high profile across the college. It is expected that Leading Teachers are capable of working both within and across key areas of school business. They should be excellent teachers, and be capable of assessing the teaching of others. Leading Teachers are likely to have career aspirations that may extend to promotion to the Principal Class. As such, they should seek out professional development opportunities that allow them to continuously improve areas of policy knowledge, management capability, and classroom practice. Leading Teachers at Maribyrnong College must work within a framework of continuous improvement. Staff will be expected to justify annual work programs on this basis. While time allowances are rarely sufficient for staff to complete all the work required in schools, Leading Teachers must acknowledge that the additional pay provided in the Leading Teacher class, combined with the potential career advancement inherent in these positions, provides the fundamental rationale for working in Leading Teacher roles at Maribyrnong College.

Successful applicants for Leading Teacher roles at Maribyrnong College will have demonstrated that they are committed to the ethos of the school, as well as the College Administration’s expectations of work load and agency. A prominent profile within staff and students is essential.

**General Duties**

Apart from their specific roles, Leading Teachers must have a significant presence as members of the overall leadership of the college. Hence, they are expected to support the Administration and all other leaders of the school in ensuring all school policies are implemented. Duties include:

- Contribute to the overall leadership and management of the school including representing the Principal Class when needed. For example, Principal Retreat days.
- Lead and manage the implementation of whole-school improvement initiatives related to the school strategic plan and school priorities.
- Provide high-level professional assistance to other teachers. Participate in, actively promote, and support teacher review and peer mentoring and appraisal, including opening classrooms to other teachers, visiting their classes and providing feedback.
- Lead and manage staff performance and development (review of staff).
- Show a strong commitment to developing ICT skills and actively use and encourage the use of ICT by others within the classroom.
- Actively contribute to and support a broad range of extra-curricular activities including:
  - Information evenings, including the Curriculum Expo.
  - Student Award functions including Sport Awards Evenings.
  - College celebrations, for example the Musical Production and sports days.

Specific duty statements for the Head of Middle School can be found below.
Head of Middle School
Program Managers are responsible for co-coordinating activities and programs in a sub-school. Their primary focus is to develop pro-active programs and practices which will enhance student engagement, discipline, pride and leadership; and lead to the smooth running of the sub-school.

Duties for Head of Middle School
- Co-ordinate procedures within the sub-school for attendance, lateness, uniform, lockers, rolls, immunization, end of year programs, NAPLAN Testing and/or exams.
- Oversee student leadership and learning support programs.
- Liaise closely with equivalents in other Sub-Schools, the Curriculum Coordinator and Learning Area Coordinators to ensure a coherent overall College strategy to discipline and learning support.
- Research and initiate new programs targeting improved student behaviour and performance.
- Work with the Curriculum Committee to develop curriculum initiatives for the sub school and attend and contribute to Curriculum Committee meetings.
- Work with YLCs, in their sub-school, to develop class groupings for the following year level.
- Coordinate the provision and procedures for supplementary programs within the sub school eg: Alpine school, Distance Education, VSL.
- Ensure Sub School representation at all PSG meetings for integration students.
- Work closely with Year Level Coordinators in the tracking of students with overdue work and to facilitate timely responses to poor participation in the curriculum.
- Be responsible for the following student support programs: Tutoring programs, Study skills development, individualised programs, etc.
- Work closely with the Program Managers of other Sub Schools to ensure smooth transition of students.
- Where appropriate develop course advice handbooks for students within the Sub-School and be involved in course counselling of students within the Sub-School
- Work with the relevant Assistant Principal to plan and organise: Parent Information Evenings; Student Presentation and Award ceremonies.
- Coordinate the organisation of extra-curricular events such as the Formals, Graduation Ceremonies, Student Award Presentations, etc.
- Work with the Program Managers of all Sub-schools, to ensure a coherent overall College strategy for student programs.
- Any other duties as requested by the College Administration